

GOVERNOR'S COMMISSION ON HIGHER EDUCATION REFORM, INNOVATION and

TJ21 VIRGINIA

Virginia Higher Education Opportunity Act of 2011, TJ21

Established for the purpose of fueling strong economic growth and preparing Virginians for the top job opportunities in the knowledge-driven economy of the 21st century.

Provisions:

1) a new higher education funding policy; 2) the calculation of the state general fund share of an institution's basic operations and instruction funding needs; 3) per student enrollment-based funding;

4) targeted economic and innovation incentives; 5) the creation of a STEM Public-Private Partnership; and, 6) the creation of a Higher Education Advisory Committee.

This bill is a recommendation of the Governor's Commission on Higher Education Reform, innovation and Investment.

MEETING VIRGINIA'S NEEDS

How Distance Learning can help achieve the goal of 100,000 degreed Virginians in the next ten to fifteen years

President John Broderick and Chancellor Glen DuBois presented on the distance learning environment in Virginia and the pros and cons of alternative models to the Higher Education Advisory Committee on August 22, 2011. SCHEV's Director of Academic Affairs and Planning, Joe DeFilippo, provided the results of their research on alternative exemplary models in other states and shared information on the multi-institution distance learning models in Virginia. His presentation concluded with the question of whether a dedicated Virginia institution should be considered or a partnership approach. Associate Vice President Andy Casiello from Old Dominion University followed with a presentation on one such partnership, that of the Virginia Community College System and Old Dominion University.

MULTI-INSTITUTION DL MODELS IN VIRGINIA

- CGEP (Commonwealth Graduate Engineering Program)
 - Five public university participants (ODU, UVA, VT, VCU, GMU)
 - Primarily delivered through video conferencing technology
- ECVA (Electronic Campus of Virginia)
 - Catalog of online courses available at 25 participating Virginia institutions
- 4VA
 - Public-private partnership between GMU, VT, JMU, and CISCO (TelePresence)
- NOVA ELI (Northern Virginia Community College's Extended Learning Institute)
 - Online branch of NVCC offering 19 associate degrees and 16 certificate programs
- VCCS/ODU 2+2 Partnership (reengineered in 2011) offering 26 degree programs



For over 15 years the VCCS and ODU have partnered to provide Virginians an opportunity to earn a bachelors degree by taking 100-200 level courses at a Virginia community college and 300-400 level courses at ODU in an articulated degree program.

Originally a site-based learning environment, today the 2+2 Partnership provides engaging, flexible, learning environments on-site and online.

ALTERNATIVE MODELS

Dedicated Online Institution: Western Governors University (1995)	Brokering Model: Virtual Universities	Brokering Plus Model: Center for Adult Learning In Louisiana (CALL)
<ul style="list-style-type: none"> Multi-state collaborative (19 US Governors) 	<ul style="list-style-type: none"> Other states' answer to WGU in late 1990s (California Virtual Campus, Florida Virtual Campus, Michigan Virtual University, Kentucky Virtual University) 	<ul style="list-style-type: none"> Joint initiative between the Louisiana Board of Regents and the Southern Regional Education Board (SREB) (Piloted 2008; expanded 2010; funded by Board of Regents)
<ul style="list-style-type: none"> Separate accreditation (Regional and National) 	<ul style="list-style-type: none"> Intended to transform higher education within existing state systems - not as independent online institutions 	<ul style="list-style-type: none"> 17 online degree programs in accelerated formats
<ul style="list-style-type: none"> Embraces business entities as partners and primary consumers 	<ul style="list-style-type: none"> Not true "Universities" - do not grant degrees, only serve as on-line catalogs for one stop shopping at a common website 	<ul style="list-style-type: none"> 10 public college and university members providing unique CALL program offerings
<ul style="list-style-type: none"> Accelerated programs in teaching, business, information technology, and health care 	<ul style="list-style-type: none"> Each partner school is independent and programs offered are determined by the school 	<ul style="list-style-type: none"> CALL provides centralized infrastructure and manages day-to-day operations
Advantages: <ul style="list-style-type: none"> Affordable (flat tuition rate-\$5,780/yr) Available to students in all states and sustainability now proven 	Advantages: <ul style="list-style-type: none"> Member schools already have DL infrastructure and curriculum Aggregating programs on one site 	Advantages: <ul style="list-style-type: none"> Some collaboration between schools Heavily based on prior learning assessment - appealing to non-traditional students and veterans
Pitfalls: <ul style="list-style-type: none"> Competency approach limits program offerings; may not work well for all learners Light on STEM related programming 	Pitfalls: <ul style="list-style-type: none"> Requires funding to create and maintain virtual university framework Duplication of programs and technology at each school 	Pitfalls: <ul style="list-style-type: none"> Not a proven model Funding source may dry up

A dedicated VA Institution?

Two options: 1) a discrete, separately accredited institution;
2) a consortium of institutions.

Advantages:

- Customizability to VA needs and challenges
- Efficiency (utilizing existing curriculum at VA institutions)

Pitfalls:

- Expensive (V2U not supported by Commonwealth in early 2000s)
- Risk of inefficiency without close coordination

Partnership Approach

Coordinated programming developed by cooperating VA institutions utilizing existing pipeline relations. Creation of relationships involving shared educational resources and academic support services.

Advantages:

- Efficient use of existing resources - no new entity needed
- Utilizing community colleges for the first two years of a baccalaureate program (cost savings for students)

Pitfalls:

- Relative lack of centralized control could make sustainability difficult